STANDARD I: PROFESSIONAL EDUCATION ADVISORY BOARD

PEAB Involvement

The Professional Education Advisory Board for the Residency Teacher program serves as the PEAB for the Professional Certificate program. The PEAB was involved in the development of the original program proposal and supported the proposal. The program has provided an update at least once per year. These updates have included information on the status of candidates in the program as well as program materials and requirements. Based on interviews, the PEAB members appear to by in "learning mode" as they gather information about the program. Therefore the PEAB has not made any recommendations to the program other than to remind the program to ensure the process is relevant. The program should provide additional information sessions to the PEAB to build background knowledge and then seek PEAB input on program design.

Recommended rating: Met

STANDARD II: ACCOUNTABILITY

Administration

The university has designated a Professional Certificate program administrator to exercise the responsibilities outlined in WAC 181-78A-525. This individual has worked with the UW Tacoma program since it began and has general oversight of the program. Many of the responsibilities outlined in WAC including advising of candidates, development of the PGP, and monitoring candidate progress, are shared among the designated program administrator and an additional faculty member. These two instructors share an office and collaborate extensively on all aspects of program design, development, and delivery.

Recommended rating: Met

Assessment

The program has clearly defined learner expectations. One candidate wrote on the course evaluation that the seminars were "clear and well laid out." The program uses the state Descriptions of Practice "at standard" statements to assess candidate evidence.

The program utilizes course evaluations to solicit program feedback. The program utilizes the institutional course evaluation as well as course evaluations adapted from an SPI survey from 2005 which asks questions specific to the Professional Certificate process. The program also

gathers feedback informally from the professional growth team during meetings and from candidates during their one-on-one meetings.

While the program administrators closely monitor the program and frequently discuss issues related to program quality, collection and use of assessment data is not yet carried out systematically. The program would benefit from a clearly articulated system for reviewing data, sharing data with the PEAB, and making programmatic decisions. The program may consider formally gathering data from principals and program completers.

Recommended rating: Met

STANDARD III: RESOURCES

Personnel

The UW-Tacoma Professional Certificate program resides in the overall Education Program and is supported by Education Program support staff who provide logistical support. This logistical support includes scheduling, preparing materials, recruiting and advising candidates, and finalizing the certification paperwork.

The two instructors are well qualified for the position in which they serve. Both have teaching experience and extensive building and district administration experience. Both gentlemen are well known in several area schools and districts and candidates indicate they both have good relationships with principals and other district representatives on the professional growth team: "[he] is already known at our school so it's building a community."

Recommended rating: Met

Financial and other resources

The Professional Certificate program is self-sustaining and solvent. The Education Program Chair has supported the program with all necessary resources including the considerable travel to all the candidate schools by the two instructors. Instructional and technological resources are adequate.

Recommended rating: Met

STANDARD IV: PROGRAM DESIGN

Admission criteria

The program has clear admissions criteria. All applicants for the Professional Certificate program must apply to the graduate school and complete the application for the master's degree. Professional Certificate candidates submit the provisional status/employer support verification form as an additional application item. The program may consider methods for more clearly connecting the program and the master's degree on their website.

Recommend rating: Met

Instructional design and delivery

Candidate interviews indicate the program expectations and sequence are clearly communicated through the website, syllabi, and instructor presentations: "there was no guessing what the expectations were" and "it was mapped out quite clearly." Candidates also describe the program as very practical and useful to their teaching:

Pre-Assessment Seminar
The Pre-Assessment Seminar is offered fall and spring quarters. The seminar is co-facilitated by the two instructors. The syllabus includes excerpts from the Washington Administrative Code relevant to professional certification. The seminar is divided into ten sessions. The first two sessions serve as an orientation and overview to the process and requirements. Several sessions are used to discuss, analyze and reflect upon the Descriptions of Practice. There is time provided for candidates to work collaboratively sharing ideas and strategies and time for one-on-one discussions with the facilitators. Candidates use these discussions and reflections to develop the professional growth plan.

In addition to the sessions, the facilitators meet several times with the candidate and the professional growth team at the candidate's school. The program provides the team members with a clear outline of roles and responsibilities and provides guidance and just in time information throughout the involvement of the professional growth team.

Student comments about the Pre-Assessment Seminar include: "It really helped me reflect on my teaching and consider ways to improve it.

Core and Culminating Seminar
The University of Washington-Tacoma professional certificate program is integrated with the master's degree. Therefore candidates apply master's coursework toward their Core. The program uses a "Core Course Verification Sheet" to track the candidate's Core and to ensure linkages to the professional growth plan.

The Culminating Seminar is also co-facilitated by the two program instructors. This seminar primarily consists of one-on-one meetings between the candidate and the instructor. During these meetings they review the candidate's evidence of impact and the instructor provides feedback. They use the Descriptions of Practice "At Standard" statements to assess when the candidate has met all requirements. We remind the program to use the five qualities of evidence as well during the assessment of evidence.

Recommended rating: Met

STANDARD V: KNOWLEDGE AND SKILLS

Candidate interviews indicate the University of Washington-Tacoma Professional Certificate program has impacted their teaching in several ways. Specifically that they are more intentional in planning for each student, more confident, use a greater variety of assessment strategies

Candidate evidence included but was not limited to:

Weekly one-one conferences, EALR/GLE projects, personal learning plans for students, student created rubrics, student reflections, peer assessments, student led conferences, pre-assessment and post-assessments, using routines, class jobs, clearly posted rules, student developed rules, behavior contracts, team projects, individual and group work contracts, discussion circles, group points, partner sharing.

Candidate comments include:
- After the Pre-Assessment Seminar it was stuck in my head what I wasn't doing, like in second grade I never thought that they needed to know their grades but now I do it.
- [ProCert] changed my organizational structure of my classroom
- You start to make a transition from basic survival to focusing on some areas to improve, awareness. Knowing what I need to work on and how to make a plan of action.
- With the leadership it has really helped me put myself out there.
- I've learned a lot about progress monitoring so now I gauge reading progress weekly and then I can change practices to get the progress.
- It had to be evident, you had to prove it [positive impact] . . . lot of pre-post assessment and triangulation and how to assess in multiple ways.

Recommended Rating: Met